

DePaul University
Interdisciplinary Studies (ISP) 320-302
An Introduction to Mentoring

Spring 2002

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Class Meeting: Monday/Wednesday 3:30-5:00, Munroe Hall 124

Overview of the Course

This course is designed to prepare you for your role as a student leader, peer mentor and peer educator. Preparation for this position will require that you not only understand student development theory and students in transition, but that you also understand how your own development and experiences play a role in your relationship to the first year students you will be teaching. Through reflection activities, simulations exercises, group projects, individual assignments and class discussion we will explore how your personal experiences influence your understanding, practices and effectiveness as a peer mentor and educator. In addition, we will discuss and practice various leadership skills and teaching strategies that will assist you in the classroom.

On a more practical level, we will integrate the information needed to understand the Common Hour learning goals, your role as a peer educator, and practice the skills necessary to effectively deliver the Common Hour material. We will also foster opportunities for you to meet with your team members and begin to discuss the specifics of the course you will be teaching in the fall.

Course Objectives

ISP 320 is intended to help

- ❑ Understand the principles and practices of mentoring first-year college students
- ❑ Understand student development theory and first year transitional issues
- ❑ Build community among student leaders, staff professionals and faculty members teaching in the First Year Program by initiating team meetings
- ❑ Understand the learning goals and expectations related to the Common Hour and develop a comprehensive course syllabus that facilitates learning of these objectives
- ❑ Prepare to teach peers in the classroom by practicing facilitation, presentation and communication skills and developing leadership skills specifically related to teamwork and organization
- ❑ Expand knowledge base of University resources and services and build a “portfolio” to be used as a “teacher’s guide” when developing and implementing the course curriculum

Approaches to Teaching and Learning

This class will be constructed as a community of learners. Each participant will play a role as educator and learner. As the instructor, I will be a co-learner and facilitator. As a facilitator, it is my role to provide content, context and direction for the course, while at the same time providing opportunities for you to tap into and demonstrate your own self-knowledge.

In this class, learning will take place through practice and direct experience, which is why each student will be given the opportunity to develop and facilitate class activities, review the work of peers and lead class discussion. Immediate feedback will also provide an avenue for learning.

Most importantly, in order to create an open and supportive learning environment it is expected that all members of the class will be respectful of others. Thus, all members of the class will provide input and develop additional expectations pertaining to class environment.

Texts and Readings

Ender, S. & Newton, F. (2000). *Students helping students: A guide for peer educators on college campuses*. San Francisco: Jossey-Bass Publishers

Howe, N. & Strauss, W. (2000). *Millennials rising: The next generation*. New York: Vintage Books.

Newton, F. B. (2000). The New Student. *About Campus* 5(5), 8-15.

Course Requirements

ISP 320 is a single course spread over two academic quarters. The course will meet three hours a week for seven weeks during the Spring Quarter 2002, one full day prior to the beginning of Bridge Discover, Discover Chicago, or Explore Chicago (to be announced in April), and one hour a week during Autumn Quarter 2002.

Class Participation

Come to class every day prepared to discuss the assigned material. Attendance is required at all class sessions and is essential in order to learn about your role. The completion of the MBTI is also included in your class participation points worth 10% of your final grade.

- ❑ Students earning an A for participation will always be on time for class, attend all class sessions, volunteer their ideas and perspectives, draw insights from the assigned reading and from their own observations and experiences, and listen carefully to others' ideas.
- ❑ Students earning a B for participation will always be on time for class, attend all class sessions, will offer their ideas and perspectives regularly, more often when they are called upon than voluntarily, draw insights from the assigned reading and from their own observations and experiences, and listen carefully to others' ideas.
- ❑ Students earning a C for participation will always be on time for class, attend all class sessions, offer their ideas and perspectives when called upon, rely more heavily on their experiences and observations than on the class readings, and listen to other's ideas.
- ❑ Students earning a D for participation will always be on time for class, attend all class sessions, offer their ideas and perspectives when called upon, rely almost solely on their own experiences and observations, and fail to listen carefully to others' ideas.
- ❑ Students earning an F for participation will miss class or be late more than two times. **Students earning a D or F will forfeit their position as a Student Leader and not teach in the First Year Program during Fall 2002.**

Class Facilitation
Date Due: Assigned in Class

Each student will be assigned a common hour learning goal, a student issue, and a work group. With the members of your work group you will develop a lesson plan related to your learning goal and facilitate appropriate activities, discussions, etc. to help your peers learn the important concepts and gather relevant materials related to your topic. Incorporated into your learning goal will be relevant student issues that might impact the successful transition of first year students to college life. Each group will be responsible for facilitating the class for 1 hour, after which, all members of the class will provide concrete and constructive feedback related to thoroughness of presentation, communication, creativity and ability to communicate important ideas and information.

Learning goal:

- | | |
|---------|-------------------------------------|
| Group 1 | Sense of Belonging and Community |
| Group 2 | Academic Success Skills |
| Group 3 | Navigating the System |
| Group 4 | Education and Career Planning |
| Group 5 | Understanding Diversity and Culture |

The learning goal should be well researched and include three credible resources. If you select the internet as one resource be sure to confirm that the original source is credible! Included in the presentation should be a well-developed lesson plan for the common hour learning goal facilitation and a handout/brochure detailing aspects of the student issue (you will receive your topic in class). Please provide copies of the lesson plan and brochure/handout for each member of the class. Specific information relating to the lesson plan and the handout/brochure follows below:

Lesson Plan:

- Instructor names
- Date
- Unit/Specific Topic
- Instructional Goal
- Performance Objective
- Rationale
- Lesson Content
- Instructional Procedures (focusing event, teaching procedures, formative check, student participation, and closure)
- Evaluation Procedures
- Instructional aids, materials, or tools needed
- A sample lesson plan will be posted on Blackboard

Brochure/Handout for issues facing students:

- Introduction and why the topic is important to the transition of first year students
- Three on-campus resources for first year students related to the topic area
- One off-campus resource for first year students related to the topic area
- Appropriate responses to the student issue
- Five concrete strategies or suggestions for introducing and addressing the topic in class (perhaps you should use one of these strategies when presenting to the class!)

“Voice” Journal
Due Dates Below

During the course of the class, you will write three 1 ½ - 2 page journal entries. Individual entries will be reviewed by your peers and assessed with comments. Journals will then be turned into me for review and

grade input. Students will receive a single grade for all response essays; this grade will constitute 20% of the final grade. Students must post these essays on the class Blackboard site by 3 p.m. on the date indicated. An explanation of how to post entries on Blackboard will be explained on the second day of class.

This exercise requires you to select a “voice” other than your own and compare your experiences to that of your “voice.” “Voices” suitable for this project may reflect a variety of cultural, ethnic, religious, and sexual orientation differences. You may choose to learn more about a classmate’s “voice,” a friend’s “voice,” or someone who is not familiar to you. I expect you to learn as much as possible about your selected “voice” and maintain a journal in which you will make three separate entries addressing the following:

Journal Entry 1, Due April 8 by 3:00 p.m.

Please identify the voice you have selected for the quarter and (1) discuss your reasons for doing so, (2) describe the means by which you will learn more about your “voice” (I’d encourage you to consider interviewing a good friend or someone who represents your “selected voice” as a meaningful way to find out more about your “voice”) and (3) provide me with an understanding of your OWN voice; background information on your family, the neighborhood in which you were reared, the kinds of schools you attended (elementary and secondary) and how you believe your own life experiences may influence how you react to and make sense of the new “voice” you have selected to learn more about.

Journal Entry 2, Due April 24 by 3:00 p.m.

As a first year student entering DePaul (or another university) describe your transition to college. Please use specific examples to help me understand what was challenging and what was less challenging in regards to your transition. What resource, services, people, experiences, etc. were either helpful or hindered your transition? Speaking in your “voice”, tell me about your transition to college and what challenges s/he faced, as well as what resources, services, etc. were most helpful. Based on both of these experiences, what one piece of advice would you offer to first year students entering DePaul in the Fall?

Journal Entry 3, Due May 8 by 3:00 p.m.

Please use this journal entry to discuss your reactions to the Diversity presentation in your “voice.” How was the subject of Diversity and Culture represented? How did you feel as a participant in the activities? Did these activities provide you with some insight into your “voice?” In addition, please describe your experience with the “voice journal” activity and include at least two lessons learned from the “voice journal” experience.

Team Meeting Reports

Report 1 Due: April 22

Report 2 Due: May 6

During the quarter you will be asked to meet with your faculty member and staff professional on two different occasions. Reports should be a minimum of one page in length. 10% of your grade will be based on the reports you provide following each of these meetings.

Report #1:

Contact both team members (faculty member & staff professional) to arrange a meeting. While you are encouraged to discuss all aspects of the class with your team members, the following areas should be addressed during your first meeting:

- ❑ Of course you want to begin with introductions and since some faculty and staff members are unfamiliar with the Introduction to Mentoring course, you may want to share with them the course content and how you are being prepared to teach.
- ❑ Review the course topic and the role each team member will play in the delivery of the course content.
- ❑ Discuss each team member’s expectations for the class. What you are hoping to gain from this experience. What you can contribute to the team.

- ❑ Review the goals of the Common Hour (provide team members with a copy of the Common Hour Learning Goals) and begin brainstorming ways to incorporate the topics into the course curriculum.
- ❑ Give team members your spring quarter and summer contact information

Include in your report:

1. Title and short description of the Course
2. Faculty Members Name, department, phone contact and e-mail
3. Staff Professionals Name, department, phone contact and e-mail
4. Your spring and summer contact information
5. Based on your conversation, what will each team member's role be in the class
6. Briefly describe each team member's expectations
7. Timeline for how often your team will meet during the spring quarter and summer

Arrange a second meeting with the staff member for the week of April 29, 2002 in preparation of your second written report.

Report #2:

- ❑ Arrange a meeting with your Staff Professional (you can include the faculty member if you would like to).
- ❑ During the meeting, discuss creative ways to incorporate the following Common Hour topics into the course: Developing Community and a Sense of Belonging, Academic Success Skills, Navigating the System and Diversity.
- ❑ Continue to discuss your specific responsibilities in the delivery of the course.

Include in your report:

1. In what ways has your role as a Student Leader in the class been clarified or clouded
2. Describe two ways in which you will utilize the staff professional as a resource
3. Describe two ways in which you will creatively incorporate the Common Hour material into the academic topic
4. What ideas have you discussed as to how to address the topic of diversity and multiculturalism

Final Project: Portfolio

Due: May 15

Your portfolio will include all completed course assignments, all the resources you have collected throughout the quarter, a final draft of your course syllabus, and a reflective essay on your learning experience in this course. 35% of the final grade will be determined by the quality and thoroughness of your portfolio and course syllabus. The goal of the final project is to see that you have organized the information from the class in a way that is useful to you. The portfolio must be organized according to topic, include a copy of your course syllabus and be submitted in a binder or folder (please, no loose-leaf pages!). **Think of this portfolio as your “teacher’s guide” for the autumn quarter.**

Course Syllabus:

The course syllabus you develop will be a product of the team meetings in which you participated, the class materials you have collected and the ideas shared by classmates. Even if you are not able to integrate the academic portion of the class with the common hour topics, I expect a complete syllabus that includes the following information: Course title, teaching team information, overview of the course, course objectives, texts & readings, course assignments (detailed descriptions), evaluation criteria, weekly outline of topics and activities. Samples of course syllabi will be available on the Blackboard website.

Reflection essay:

The reflective essay on class participation provides me with an opportunity to understand your role as a learner, participant, and facilitator of the course. The reflective essay should include answers to questions

that are intended to encourage you to reflect on your ongoing development as a student leader. The reflective essay should include a 1-3 paragraph response to each question:

- (1) What are the two or three most important things you believe you have learned in this course? Please explain why these were the most important.
- (2) Reflect on the various components of your portfolio that you have completed for this class. How does your work over the course of these 7 weeks demonstrate that you have developed and enhanced your understanding of your role as a student leader?
- (3) Please assess your contributions to class presentations and discussions through a self-evaluation. Please describe seminar activities (role plays, simulations, and presentations) that you were a part of and evaluate the contributions you made to them, as well as to large group discussions. Provide concrete examples to support your assessment.
- (4) What are three ways that this course can be improved for future student leaders? Please explain how these suggestions can improve the course.

Evaluation

Name of Assignment	Points toward Final Grade	Date Due
Class Facilitation	25	Assigned group time
Voice Journals (3)	20	(1) April 8 by 3:00 p.m. (2) April 24 by 3:00 p.m. (3) May 8 by 3:00 p.m.
Team Meeting Reports (2)	10	(1) April 22 (2) May 6
Class Participation and MBTI	10	
Final Portfolio including course syllabus and reflection essay	35	May 15
Total: 100		

Final grades will be assigned according to the following point totals:

Total Points Earned	Final Grade
95-100	A
93-95	A-
90-92	B+
86-89	B
83-85	B-
80-82	C+
76-79	C
73-75	C-
70-72	D+
66-69	D
63-65	D-
Below 63	F

Course Schedule and Readings

Week 1 Mentoring the New Student

April 1: Welcome, Review of Syllabus, Getting to Know You, Common Hour Learning Goals, Course Expectations/Assignments, Introduction to Blackboard

Class Activity: Expectations

April 3: Profile of the New Student

Class Activity: Do you fit the profile?

Reading Due: Newton, F. B. (2000). The New Student. *About Campus* 5(5), 8-15.

Howe & Strauss, Chapters 1-2

ASSIGNMENT DUE: Hand in your employment paperwork to the Career Center (only those who need to do so).

Week 2 Student Development and Transition

April 8: Peer Education and “Nuts and Bolts”

Reading Due: Ender and Newton, Chapter 1

Class Activity: What do you hope to gain from your student leader experience?

ASSIGNMENT DUE: Voice Journal #1 posted on Blackboard

April 10: Student Development Theories

Reading Due: Ender and Newton, Chapter 2

Class Activity: Personal interviews – what challenges face our first year students?

ASSIGNMENT DUE: Schedule meeting #1 with faculty member and staff professional

Week 3 Commitment, Communication and Community

April 15: “Tricks of the Trade” and Group #1 Presentation

Class Activity: Staff Professional and Returning Student Leader Panel

Reading Due: Ender and Newton, Chapters 4

ASSIGNMENT DUE: Complete the MBTI

April 17: Developing community and sense of belonging follow-up, Interpersonal Communication Skills

Class Activity: Group Role Plays

Reading Due: Ender and Newton, Chapters 6 & 7

Week 4 Advising and Academic Success

April 22: Understanding Academic Advising and Group #2 Presentation

Class Activity: Advising Resource Center

Reading Due: Ender and Newton, Chapter 5

ASSIGNMENTS DUE: Written report on first faculty/staff meeting and review the following websites before class: First Year Program Advising Manual and Academic Resource Center

April 24: Academic Success Skills follow-up and Group #3 Presentation

Reading Due: Ender and Newton, Chapter 8

ASSIGNMENT DUE: Voice Journal #2 posted on Blackboard

Week 5	Providing a Road Map for New Students
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April 29: Navigating the System/Campus Life follow-up and Group Presentation #4

Reading Due: Ender and Newton, Chapter 9

ASSIGNMENT DUE: Schedule meeting #2 with staff professional

May 1: Educational and Career Planning follow-up

Class Activity: Overview of the Library

ASSIGNMENT DUE: First draft of syllabus

Week 6	Understanding Diversity and Culture
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May 6: Diversity Discussion

Class Activity: Facilitating Diversity Discussion, part 1

Reading Due: Ender and Newton, Chapter 3

ASSIGNMENT DUE: Second written report of meeting with staff professional

May 8: Diversity Group #5 Presentation

Class Activity: Facilitating Diversity Discussion, part 2

ASSIGNMENT DUE: Voice Journal #3 to be posted on Blackboard

Week 7	So now I'm an educator?
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May 13: Role Modeling

Reading Due: Ender and Newton, Chapter 10

May 15: Course Evaluation and Closure

ASSIGNMENT DUE: Final Portfolio